



SPOTLIGHT AT MGS

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The Student Experience: Projects

One part of the Summit Learning Platform is the completion of PROJECTS. The assigned student projects are intended to simulate work that adults do in their field or workplace, and they are designed to help students develop higher level thinking and life skills. As students build projects they are improving their ability to think critically, communicate and solve problems, and they are working toward mastery of those cognitive skills. Teachers facilitate these Projects while providing students with ongoing coaching and feedback. Each Project page provides the following information for students:

- **Essential Question:** Key questions students are answering or exploring within the Project
- **Enduring Understanding:** Key insights from the Project, which generally apply to multiple topics and situations
- **Description:** Background on the Project and a general overview of what the student will be learning throughout the Project
- **Cognitive Skills:** Deeper learning, critical thinking, communication, and problem-solving skills students will need to apply throughout the Project
- **Final Products:** Real world, authentic work products that allow students to demonstrate their understanding of specific Cognitive Skills
- **Checkpoints:** Learning experiences within a project that focus on one or two cognitive skills students will need to master as they work towards the Final Product of the project they are working on. Checkpoints provide students an opportunity to receive teacher feedback on their development of the targets cognitive skills before being assessed on the Final Project.
- **Focus Areas:** Multimedia resources curated specifically to build course-specific content knowledge required for a student to fully engage in the class's current project. Focus areas also consist of Content Assessments which assess a student's understanding of the required content knowledge.

As a parent/guardian, you can support your child by helping them reflect at the end of a Project. Some suggestions are:

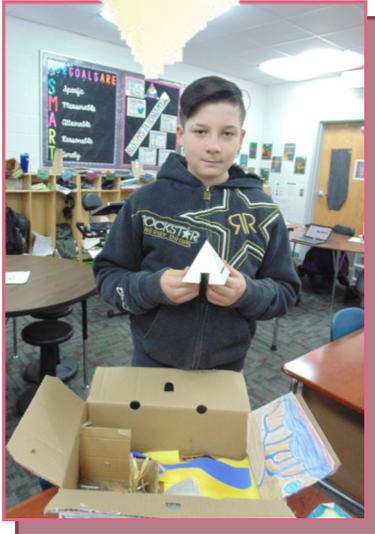
- ◇ Ask your child the essential questions from the Project to learn more about their perspective and understanding of the subject matter.
- ◇ Ask your child what they learned about the Enduring Understanding statements from the Project and how they learned them.
- ◇ Reflect with your student about how well they managed their work and time during the completion of the project. Did they turn each Checkpoint and Final Product in on time?
- ◇ Discuss with your child your own opinions and experiences on the subject matter.



Students In the Spotlight

Ancient Civilizations: Egypt

Students in sixth grade have been studying Egyptian culture, including important figures and events, daily life, religion, language, writing, geography, trade, art and architecture. The project part of this focus area was to curate their own Museum Exhibit, using creative ways to display the information and inform audiences about their inquiry topic. As the curator of their own exhibit, they chose the resources for their exhibit that they had discovered in their research to make decisions on what to include and how to set up their display. They were required to have at least one visual or physical artifact, at least one primary source, at least one secondary source, and an oral statement of their compelling question and supporting evidence.



How big is the human footprint?

In the Science section of Summit Learning, Sixth Grade students studied the *Human Imprint* with the guiding question being, "How can you shrink the human imprint?" Among the numerous topics, students explored recycling, solar energy, wind energy, transportation, and animal extinction. The purpose of the study was to help students determine, "How big is the human footprint?" One goal of the study was to help students see the importance of recycling for the Earth, for this generation, and for generations to come. Students wrote a two-page paper and created posters on shrinking the human imprint. A gallery walk allowed students to view what the other students had created on the topic. On Tuesday, February 19, 2019, the Sixth Grade students visited the Cloud County Community College Renewable Energy Center to tour the wind farm facilities.

While visiting the Cloud County Community College Renewable Energy Center, the students were divided into two groups. Each group saw the wind generators and also drone application. While touring the facilities, students received information on career opportunities in Wind Energy and in the field of small unmanned aircraft systems (sUAS). The presenters described job opportunities and the earning potential in these two fields. They explained to the students that the most important skill they can acquire at this point in their lives is coding.

